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ABSTRACT

As part of a high school outreach project involving Sacramento City College (SCC), the Stanford Test of Academic Skills (TASK) was administered to all 11th grade standard English classes at C. K. McClatchy High School. In addition, an educational planning form was used to gather information on students' ethnicity, interest in a specific college major, English and mathematics background, college attendance plans, interest in campus activities, and areas in which students felt they might need additional help. Of the 250 students tested, 114 were designated as College Preparatory (CP) students and 136 as Language Skills (LS) students. Study findings included the following: (1) 36% of the CP students and 57.3% of the LS students planned to attend SCC; (2) 76.3% of the CP students and 22% of the LS students had taken a math class beyond beginning algebra; (3) of the CP students, 23.1% indicated they would like help financing their education, 15.6% in finding employment, and 15% in choosing a major or career; (4) of the LS students, 20.1% indicated they would like help finding employment, 11.2% in financing their education, and 17.3% in career planning; (5) TASK results indicated that 34.4% of the LS students should have been in higher level English courses, while 15.6% of the CP students needed support classes; and (6) according to their TASK scores, 29.4% of the CP students and 76% of the LS students would have been placed in remedial classes at SCC. (HB)

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C.K. McCLATCHY HIGH SCHOOL OUTREACH SURVEY, SPRING 1984

JC 840 324

by

M. H. Haase
Patrick Caffrey

June 1984

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The high school outreach program which began in May of 1983 as the result of a cooperative effort between Sacramento City Unified School District and Sacramento City College was expanded in scope during Spring 1984 to include all 11th grade standard English class students at C.K. McClatchy. The total data base represents 250 students who completed the entire assessment process, of these, 114 were grouped as College Preparatory and 136 were designated as Language Skills students. This compares with the May 1983 results achieved by 106 students enrolled in four 11th grade English classes - one College Preparatory and three Language Skills.

CLARIFICATION AND DEFINITIONS

The Stanford Test of Academic Skills (TASK) was used in both instances to measure proficiencies and to provide comparable data.

The newly created Educational Planning Form was used in the Spring 1984 period to collect additional student data such as ethnicity, interest in a specific college major, English and mathematics background, college attendance plans, interest in campus activities, and the nature of those areas in which additional help might be needed. The raw median reading and English scores are reported by ethnicity, not to highlight differences between ethnic groups but to stress similarities in academic proficiencies which may be associated within these groups.

Such results cannot help but reflect attitudinal differences, especially among those students who place themselves in the nontraditional college group. Predisposition was a negligible factor since little preparation preceeded the actual assessment activity. This latter factor might be addressed and formalized if this outreach activity is to be continued and expanded.

The diagnostic profile of the reading part of the TASK reports raw scores, percents of accuracy, and proficiency levels for vocabulary and comprehension.

The English results profile raw scores, percentages, and proficiency levels for each of the following diagnostic categories: language skills, usage conventions, spelling, sentence sensitivity, and paragraph arrangement.

As a service to students, these results become part of the student's record and may be used to determine specific English courses when and if a student enters a college in Los Rios.

Tables 13 and 16 make reference to the course terminology used throughout this statistical presentation of the results. For example the reading courses at Sacramento City College are labeled as 72 - 73 - 74 which corresponds to a 11.0 reading grade level, 71 - 74 which encompasses the 9.0 - 10.9 grade level, and English 70 accomodates students reading below the 9th grade.

The English courses at Sacramento City College are also arranged in levels. English 1A (level three) is the university transfer course and reflects a 13+ year competency level in both reading and English skills. English 57 (level two) is the preparatory course for English 1A and includes students whose reading and English competency levels approximate the 11th to 13th year. The lowest level (level one) contains English 56 and 55. English 56 comprises students whose reading and English levels fall between the 9th and 11th grade levels, while English 55 accomodates those students whose proficiency levels fall below the 9th grade. A complete explanation of raw scores as they relate to grade levels can be derived from Table 17.

RESULTS: COLLEGE PREPARATORY CLASSES

Table 1 (Reading and English Scores by Ethnic Background) represents the reading and English scores plus applicable standard deviations of the College Preparatory English students. While both reading and English scores of all the groups seem within statistical reason, the larger standard deviation in the responses of the students in the Black group may reflect negatively on the validity of this facet of the research. Group size and heterogeneity of the proficiencies of the students in each group may also account for diversity.

Table 2 (Distribution by Major) reflects the students' selections of possible college majors. While 40 (35.1%) either did not select a possible major or decided not to declare a major, only 1 student chose a possible nontransfer - undeclared major. Only two students or 1.7% stated that they did not plan to attend college. The Science, Math and Engineering major was selected by 16 (14.1%) of those students. Twenty three students selected business related courses.

Table 3a (Distribution by Highest Level English Completed) reveals that four of the students had transferred in from Language Skills classes. There were 14 students who have had contacts with college basic skill and/or college level English courses.

Table 3b (Distribution by Highest Level Mathematics Completed) summarizes the extent of the mathematics classes experienced by these students. While no mathematics assessment was administered during this outreach activity, it was thought that there could be a correlation between students taking higher level English classes and those taking higher level mathematics classes. The statistics in this table when compared to the results in Table 8b seems to substantiate the hypothesis that the more proficient students in English are also taking higher level mathematics classes.

Table 4a (Plan to Attend) reflects the specific colleges which students plan to attend. The number of "no response" answers among this group could reflect a desire to attend institutions other than those listed as a choice.

Table 4b (Interest in Campus Activities) reveals an interest in such diverse areas as athletics, music/band, student government, honor societies, journalism, etc. The number of selections (137) reveals that some students chose more than one activity.

Table 5 (Would Like Help With) provides information which could help in scheduling and easing the transition of students from high school to college. A pressing need seems to be related to acquiring some form of financial aid

to help in this transitional period. A total of 43 students responded affirmatively to this question. This need is further reflected by the additional 29 responses to the "finding employment" category. The planning a major and/or career category was designated by 49 responses. Students tended to mark more than one item in this part of the survey of student needs which seem to emphasize the multiplicity of needs.

RESULTS: LANGUAGE SKILLS CLASSES

Table 6 (Reading and English Scores by Ethnic Background) shows that the students in the American Indian ethnic category achieved the highest average reading score followed by the White, Hispanic, Asian, and Black groups, in that order. Except for the "no response" category the significance of the results in other ethnic categories may be questionable because of the small number factor.

The standard deviations of the Hispanic (15.46), White (14.14), Black (13.69), and Asian (11.89) may reflect the heterogeneous nature of the proficiency levels of the students in the classes which they have selected.

The highest level English proficiency was claimed by the one student in the Filipino category followed by the White, Asian, and Hispanic groups.

Table 7 (Distribution by Major) reveals that 54 of the Language Skills students did not declare a major, 22 had an interest in business related occupations, 20 selected technology or job related majors, 11 stated an interest in the Allied Health professions, and only one student selected science and math. Three students declared that they had no intention of attending college.

Table 8a (Distribution by Highest Level English Completed) shows that 82 (60.3%) of these students had completed high school Language Skills classes, 31 (22.8%) completed high school College Preparatory classes, with 8 (5.9%), and 2 (1.5%) having completed college level basic skills and college level English courses, respectively. A total of 13 (9.5%) had no response.

Table 8b (Distribution by Highest Level Mathematics Completed) revealed that 27 (9.9%) had exposure to basic mathematics, 73 (53.7%) had algebra I, and 20 (14.7%) of the students completed geometry. Some 10 (7.3%) of the students have completed a higher level mathematics class. There were 6 (4.4%) of the students who had no response.

Table 9a (Plan to Attend) reveals that 78 (57.3%) of the students plan to attend Sacramento City College. There were 48 (35.3%) who did not mark a preference.

Table 9b (Interest in Campus Activities) had 63 (43.7%) responses to athletics, 17 (11.8%) music/band, 10 (6.9%) student government, 11 (7.6%) ethnic groups, 6 (4.2%) honor societies, with 27 (18.8%) selecting the "other" category.

Table 10 (Would Like Help With) reveals that 50 (20.1%) of the students would be looking for employment. This could be related to the 28 (11.2%) who declared a need of financial aid while attending college. A total of 43 (17.3%) students expressed a need for help in career planning. The need for support help in mathematics was noted by 23 (9.2%) students.

COMPARATIVE ANALYSIS: COLLEGE PREPARATORY - LANGUAGE SKILLS

In Table 11 it was found that 21.6% of the students in the Language Skills area have selected high school English classes below their proficiency levels. Conversely, 11.2% of these students fell in the 7 - 8 grade level and 25.6 were reading below the 6.9 grade level.

A total of 5.5% of the College Preparatory students are reading below the 9.9 grade level. As shown in Table 12 this means that 5.5% of these students would be placed in the lowest level reading category at Sacramento City College. A total of 23.9% of the College Preparatory students are reading below the 11th grade reading level (Table 11).

Table 14 reveals that a total of 34.4% of the students in the Language Skills courses should be in higher level English courses and 15.6% of the College Preparatory students could well be exposed to support classes.

If the 10th grade level were arbitrarily selected as a predictor of possible academic success at college then 6.4% of the College Preparatory students and 48.8% of the Language Skills students may well need additional support classes, that is, if they were to transfer to a college.

Table 16 synthesizes both reading and English proficiencies and reveals the college English course placement of all students in the data base if they were to enter Sacramento City College in the Fall 1984 semester.

The results are as follows:

	Percent Qualified	
	College Preparatory	Language Skills
English 1A	38.5	8.8
57	32.1	15.2
56	21.1	22.4
55	8.3	53.6

This means that 29.4% of the College Preparatory students are in need of remediation. This information could reinforce the need for the fourth year of high school English. Conversely, a total of 24.0% of the Language Skills students should be in College Preparatory classes and are therefore now functioning below proficiency level.

The following comparisons reflect group differences in the selection of majors:

	College Preparatory	Language Skills
Undeclared - Nontransfer	1	9
Undeclared - Transfer	16	2
Not listed	24	54
Do not plan to attend college	2	3
Business related courses	23	22
Technology	6	20
Allied Health	6	11
Science and Math	16	1

SUMMARY

The students in the College Preparatory group earned the highest median scores in reading and English on the TASK.

The students in the College Preparatory group have experienced more college level English courses than students in the Language Skills classes.

The College Preparatory group completed a higher level of mathematics courses.

The Language Skill student expressed more of an interest in attending Sacramento City College than did the College Preparatory group.

Students in both groups had interest in athletics, music/band, student government, and ethnic clubs.

A similar need existed in both groups for financial aid/employment and choosing a career.

This personal and academic information could well have an impact upon the nature of the process used in academically guiding students. Questions which were asked by the students when results were reported back as part of the Spring 1984 activity revealed that the types of help and programs which exist on the college level are relatively unknown by the 11th grade student.

TABLE 1

COLLEGE PREPARATORY -

READING AND ENGLISH SCORES BY ETHNIC BACKGROUND

Ethnicity	Number of Students	%	Average Reading Score	Number of Students	%	Average English Score
American Indian/Alaskan Native*	0	-	-	0	-	-
Asian or Pacific Islander*	36	31.6	56.8 * (10.11)**	36	34.0	56.4* (8.74)
Black/Not of Hispanic origin*	6	5.3	44.3 (16.86)	5	4.7	51.6 (8.79)
White/Not of Hispanic origin*	39	34.2	62.7 (7.39)	36	34.0	58.7 (5.97)
Hispanic*	19	16.7	54.3 (9.45)	17	16.0	54.5 (6.79)
Filipino*	2	1.7	59.5 (11.51)	1	0.9	62.0 (0.00)
Other*	5	4.4	61.2 (10.07)	5	4.7	59.2 (6.34)
No Response*	7	6.1	54.9 (10.16)	6	5.7	53.2 (8.55)
Total Students not completing reading or English sections*	0			8		
Total*	114	100.0		114	100.0	

*Refer to Table 17 for grade conversions.
** Indicates standard deviation.

TABLE 2

COLLEGE PREPARATORY - DISTRIBUTION BY MAJOR

Major	Number of Students	%	Major	Number of Students	%
Accounting=	4	3.5	Music=	2	1.7
Administration of Justice=	1	0.9	Nursing, ADN (RN Preparation)=	3	2.6
Advertising=	1	0.9			
Art=	2	1.7	Nursing, LVN (Vocational)=	0	-
Aviation Maintenance Technician - Aeronautics=	0	-	Office Administration - Clerical=	0	-
Bookkeeping and Office Management=	2	1.7	Office Administration -		
Business (General)=	6	5.3	General Secretarial=	0	-
Communications, General=	4	3.5			
Communications, Photography=	0	-	Office Administration -		
Cosmetology=	0	-	Legal Secretarial=	0	-
Data Processing=	7	6.2			
Dental Assisting=	1	0.9	Office Administration -		
Dental Hygiene=	2	1.7	Medical Secretarial=	0	-
Drafting Technology=	2	1.7			
Early Childhood Education=	1	0.9	Physical Education=	3	2.6
Electronics Technology=	3	2.6			
Ethnic Studies=	0	-	Printing Technology - Graphic Arts=	0	-
Family & Consumer Science (Home Economics)=	0	-	Real Estate=	1	0.9
Fine Arts=	0	-	Science, Mathematics &		
General Studies=	0	-	Engineering=	16	14.1
General Technology=	1	0.9			
Humanities=	0	-	Social Sciences=	0	-
			Social Services Assisting=	0	-
Instructional Assisting:			Social Welfare=	1	0.9
Bi-Lingual/Bi-Cultural,			Survey Technology=	1	0.9
General, Special Education=	0	-	Teacher Education=	4	3.5
			Theatre Arts=	0	-
Languages and Literature=	0	-	Transportation=	0	-
Library Technology=	0	-	Women's Studies=	0	-
Management=	0	-	Undeclared - nontransfer=	1	0.9
			Undeclared - transfer=	16	14.1
Mechanical-Electrical			Not Listed (Student did not		
Technology=	1	0.9	vrite in major)=	24	21.1
			Do not plan to attend		
Merchandising=	2	1.7	college=	2	1.7
Metals Industry Technology=	0	-	Total=	114	100.0

TABLE 3a

COLLEGE PREPARATORY -

DISTRIBUTION BY HIGHEST LEVEL ENGLISH COMPLETED

	Number of Students	%
High School Learning (Language) Skills=	4	3.5
High School College Preparatory=	73	64.0
College Basic Skills=	1	0.9
College Level English=	13	11.4
No Response=	23	20.2
Total=	114	100.0

TABLE 3b

COLLEGE PREPARATORY -

DISTRIBUTION BY HIGHEST LEVEL MATHEMATICS COMPLETED

	Number of Students	%
Basic Mathematics=	1	0.9
Algebra I (Beginning)=	20	17.5
Geometry=	43	37.7
Algebra II=	19	16.7
Trigonometry=	23	20.2
Calculus=	2	1.7
No Response=	6	5.3
Total=	114	100.0

TABLE 4a

COLLEGE PREPARATORY -

PLAN TO ATTEND

	Number of Students	%
American River College=	0	-
A.R.C./Placerville=	0	-
Cosumnes River College=	3	2.6
Sacramento City College=	41	36.0
Outreach=	13	11.4
No Response=	57	50.0
Total=	114	100.0

TABLE 4b

COLLEGE PREPARATORY -

INTEREST IN CAMPUS ACTIVITIES

	Number of Students	%
Student Government=	11	8.0
Journalism=	9	6.6
Debate/Drama=	10	7.3
Athletics=	42	30.7
Music/Band=	21	15.3
Political Organization=	5	3.6
Ethnic Club=	13	9.5
Honor Societies=	10	7.3
Other=	16	11.7
Total=	137	100.0

TABLE 5

COLLEGE PREPARATORY -

WOULD LIKE HELP WITH

	Number of Students (Male)	%	Number of Students (Female)	%	Number of Students (Combined)	%
Financing Education=	21	26.2	22	20.7	43	23.1
Finding Employment=	14	17.5	15	14.2	29	15.6
Day Care Information=	0	-	3	2.8	3	1.6
Physical Disability=	0	-	0	-	0	-
Health Problem=	0	-	0	-	0	-
Commuter Information=	3	3.8	2	1.9	5	2.7
Choosing Major/Career=	13	16.2	15	14.2	28	15.0
Reading Skills=	1	1.2	4	3.8	5	2.7
Study Skills=	0	-	10	9.4	10	5.4
Writing Skills=	7	8.8	10	9.4	17	9.1
Mathematics Skills=	9	11.2	7	6.6	16	8.6
Work Experience Credit=	3	3.8	4	3.8	7	3.8
Career Planning=	7	8.8	14	13.2	21	11.3
Other=	2	2.5	0	-	2	1.1
Total	80	100.0	106	100.0	186	100.0

TABLE 6

LANGUAGE SKILLS -

READING AND ENGLISH SCORES BY ETHNIC BACKGROUND

Ethnicity	Number of Students	%	Average Reading Score	Number of Students	%	Average English Score
American Indian/Alaskan Native*	3	2.3	50.0* (1.63)**	3	2.6	40.0* (11.34)
Asian or Pacific Islander*	18	14.0	37.4 (11.89)	18	15.4	41.4 (12.66)
Black/Not of Hispanic origin*	14	10.8	33.3 (13.69)	15	12.8	39.1 (10.49)
White/Not of Hispanic origin*	46	35.7	49.7 (14.14)	39	33.3	50.4 (12.49)
Hispanic*	18	14.0	46.0 (15.46)	17	14.5	45.3 (13.99)
Filipino*	2	1.5	26.5 (6.52)	1	0.9	64.0 (0.00)
Other*	5	3.9	45.2 (14.14)	5	4.3	47.4 (9.19)
No Response*	23	17.8	40.1 (12.66)	19	16.2	39.7 (8.86)
Total Students not completing reading or English sections*	7			19		
Total*	136	100.0		136	100.0	

* Refer to Table 17 for grade conversions.
** Indicates standard deviation.

TABLE 7

LANGUAGE SKILLS - DISTRIBUTION BY MAJOR

Major	Number of Students	%	Major	Number of Students	%
Accounting=	3	2.2	Music=	3	2.2
Administration of Justice=	3	2.2	Nursing, ADN (RN Preparation)=	5	3.8
Advertising=	0	-			
Art=	2	1.5	Nursing, LVN (Vocational)=	0	-
Aviation Maintenance Technician - Aeronautics=	1	0.7	Office Administration - Clerical=	1	0.7
Bookkeeping and Office Management=	2	1.5	Office Administration -		
Business (General)=	5	3.8	General Secretarial=	3	2.2
Communications, General=	0	-			
Communications, Photography=	0	-	Office Administration -		
Cosmetology=	4	3.0	Legal Secretarial=	1	0.7
Data Processing=	3	2.2			
Dental Assisting=	4	3.0	Office Administration -		
Dental Hygiene=	2	1.5	Medical Secretarial=	1	0.7
Drafting Technology=	3	2.2			
Early Childhood Education=	1	0.7	Physical Education=	1	0.7
Electronics Technology=	6	4.4			
Ethnic Studies=	0	-	Printing Technology - Graphic Arts=	1	0.7
Family & Consumer Science (Home Economics)=	0	-	Real Estate=	1	0.7
Fine Arts=	1	0.7	Science, Mathematics &		
General Studies=	1	0.7	Engineering=	1	0.7
General Technology=	0	-			
Humanities=	0	-	Social Sciences=	0	-
			Social Services Assisting=	0	-
Instructional Assisting:			Social Welfare=	0	-
Bi-Lingual/Bi-Cultural,			Survey Technology=	0	-
General, Special Education=	0	-	Teacher Education=	1	0.7
			Theatre Arts=	0	-
Languages and Literature=	1	0.7	Transportation=	1	0.7
Library Technology=	0	-	Women's Studies=	0	-
Management=	0	-	Undeclared - nontransfer=	9	6.7
			Undeclared - transfer=	2	1.5
Mechanical-Electrical			Not Listed (Student did not		
Technology=	4	3.0	write in major)=	54	39.7
			Do not plan to attend		
Merchandising=	1	0.7	college=	3	2.2
Metals Industry Technology=	1	0.7	Total=	136	100.0

TABLE 8a

LANGUAGE SKILLS -

DISTRIBUTION BY HIGHEST LEVEL ENGLISH COMPLETED

	Number of Students	%
High School Learning (Language) Skills=	82	60.3
High School College Preparatory=	31	22.8
College Basic Skills=	8	5.9
College Level English=	2	1.5
No Response=	13	9.5
Total=	136	100.0

TABLE 8b

LANGUAGE SKILLS -

DISTRIBUTION BY HIGHEST LEVEL MATHEMATICS COMPLETED

	Number of Students	%
Basic Mathematics=	27	9.9
Algebra I (Beginning)=	73	53.7
Geometry=	20	14.7
Algebra II=	9	6.6
Trigonometry=	1	0.7
Calculus=	0	-
No Response=	6	4.4
Total=	136	100.0

TABLE 9a

LANGUAGE SKILLS -

PLAN TO ATTEND

	Number of Students	%
American River College=	3	2.2
A.R.C./Placerville=	0	-
Cosumnes River College=	5	3.7
Sacramento City College=	78	57.3
Outreach=	2	1.5
No Response=	48	35.3
Total=	136	100.0

TABLE 9b

LANGUAGE SKILLS -

INTEREST IN CAMPUS ACTIVITIES

	Number of Students	%
Student Government=	10	6.9
Journalism=	3	2.1
Debate/Drama=	5	3.5
Athletics=	63	43.7
Music/Band=	17	11.8
Political Organization=	2	1.4
Ethnic Club=	11	7.6
Honor Societies=	6	4.2
Other=	27	18.8
Total=	144	100.0

TABLE 10

LANGUAGE SKILLS -

WOULD LIKE HELP WITH

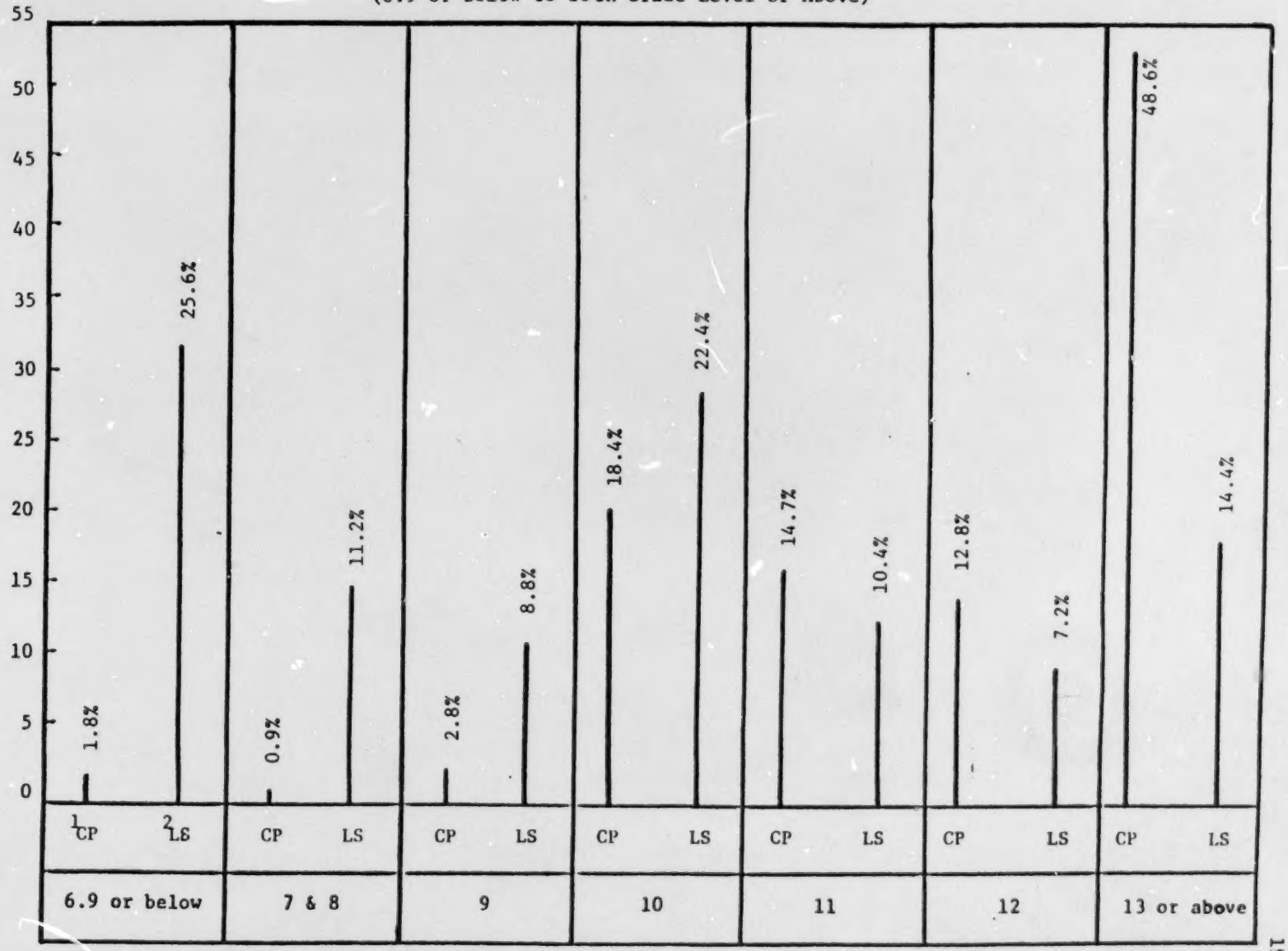
	Number of Students (Male)	%	Number of Students (Female)	%	Number of Students (Combined)	%
Financing Education=	10	7.6	18	15.2	28	11.2
Finding Employment=	23	17.6	27	22.9	50	20.1
Day Care Information=	2	1.5	1	0.9	3	1.2
Physical Disability=	2	1.5	0	-	2	0.9
Health Problem=	2	1.5	0	-	2	0.9
Commuter Information=	7	5.4	3	2.5	10	4.0
Choosing Major/Career=	17	13.0	10	8.5	27	10.8
Reading Skills=	5	3.8	5	4.2	10	4.0
Study Skills=	10	7.6	9	7.6	19	7.6
Writing Skills=	12	9.2	6	5.1	18	7.2
Mathematics Skills=	9	6.9	14	11.9	23	9.2
Work Experience Credit=	9	6.9	1	0.9	10	4.0
Career Planning=	21	16.0	22	18.6	43	17.3
Other=	2	1.5	2	1.7	4	1.6
Total	131	100.0	118	100.0	249	100.0

TABLE 11

FREQUENCY DISTRIBUTION OF STUDENTS BY READING GRADE LEVEL

(6.9 or Below to 13th Grade Level or Above)

FREQUENCY DISTRIBUTION OF STUDENTS BY READING GRADE LEVEL
(6.9 or Below to 13th Grade Level or Above)



[1]College Preparatory English class
[2]Language Skills class

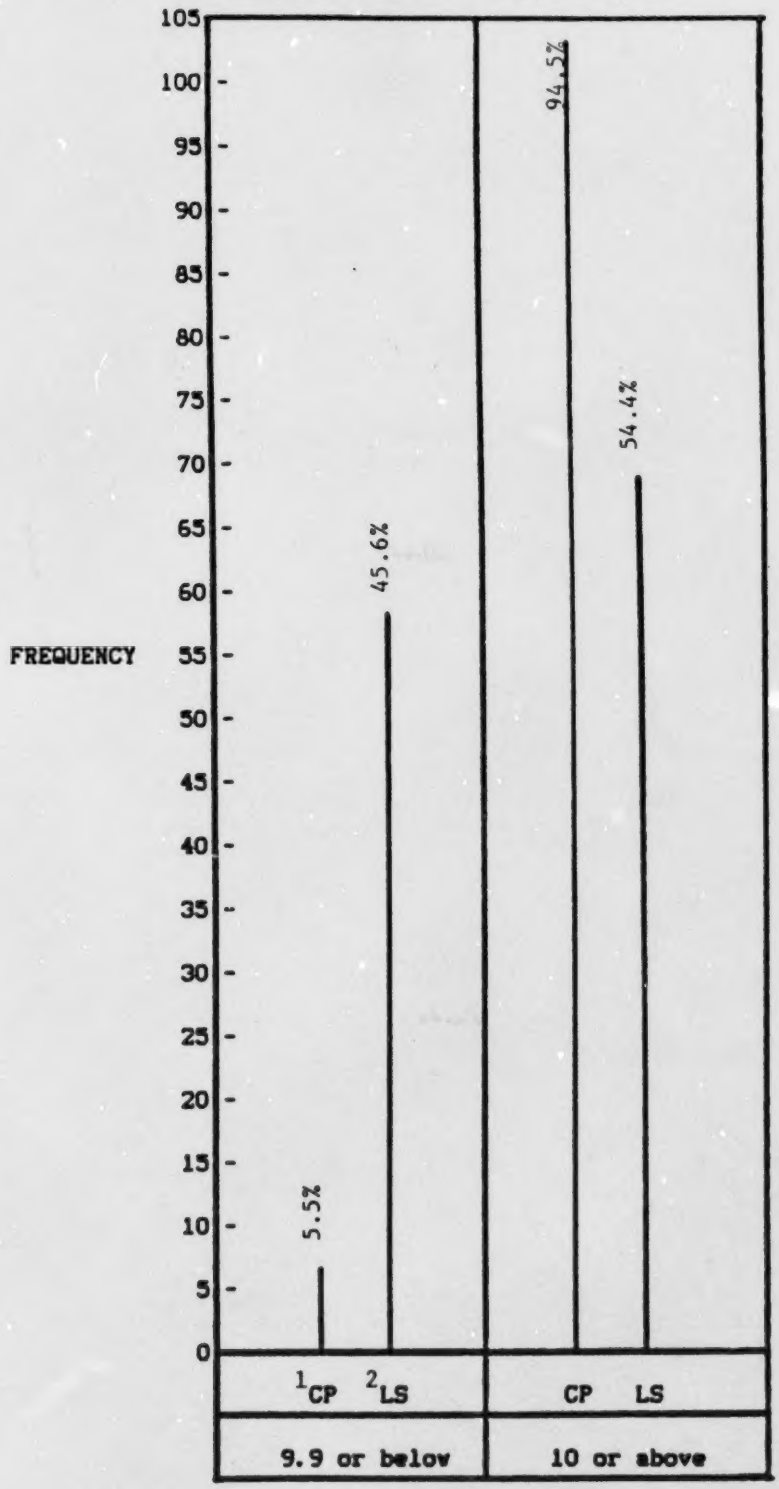
Data base (CP) = 109
Data base (LS) = 125

TABLE 12

FREQUENCY DISTRIBUTION OF STUDENTS BY READING GRADE LEVEL

(Below 9.9 Grade/10th Grade and Above)

FREQUENCY DISTRIBUTION OF STUDENTS
BY READING GRADE LEVEL
(Below 9.9 Grade/10th Grade & Above)



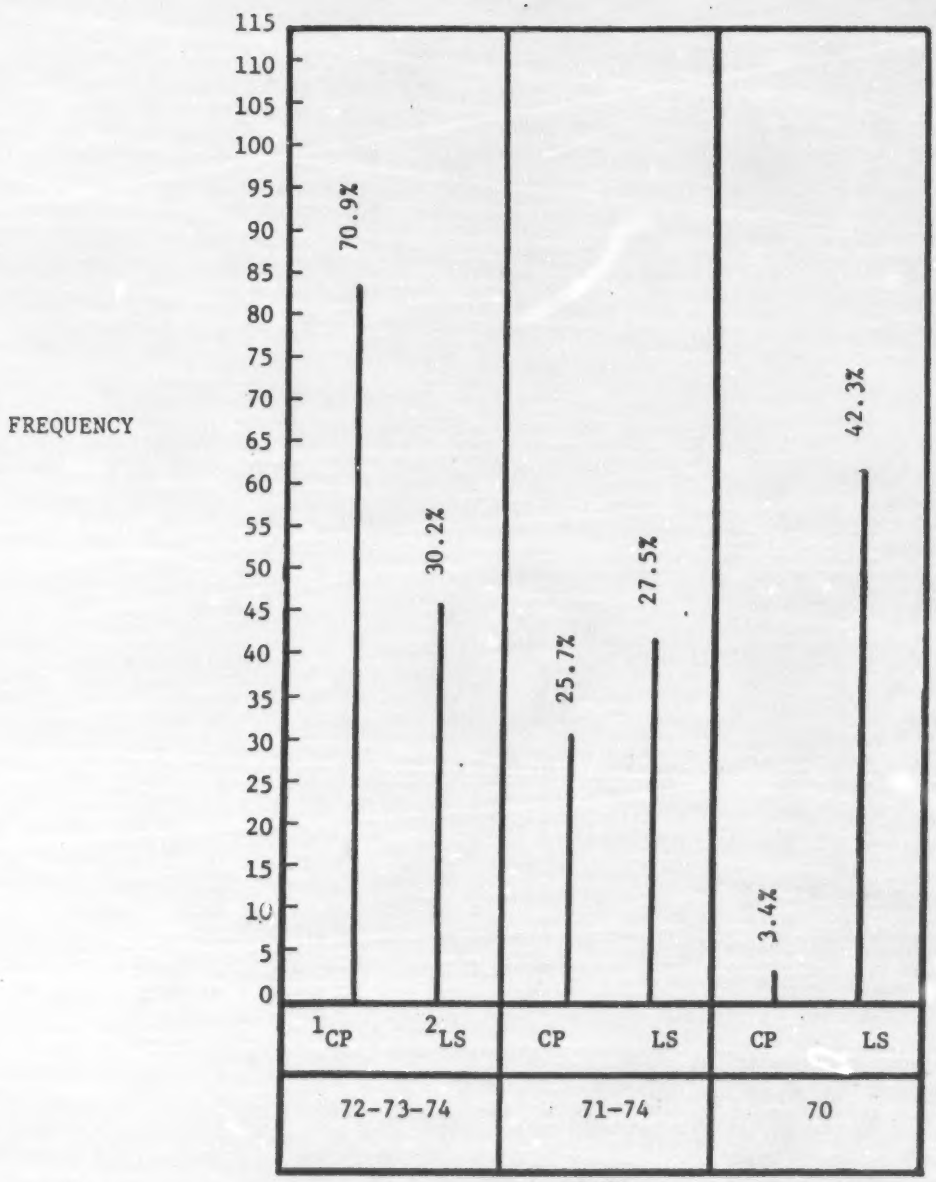
[1]College Preparatory English class
[2]Language Skills class

Data base (CP)= 109
Data base (LS)= 125

TABLE 13

FREQUENCY DISTRIBUTION OF STUDENTS

BY READING COURSE PLACEMENT*



[1]College Preparatory English class Data base (CP) = 117

[2]Language Skills class Data base (LS) = 149

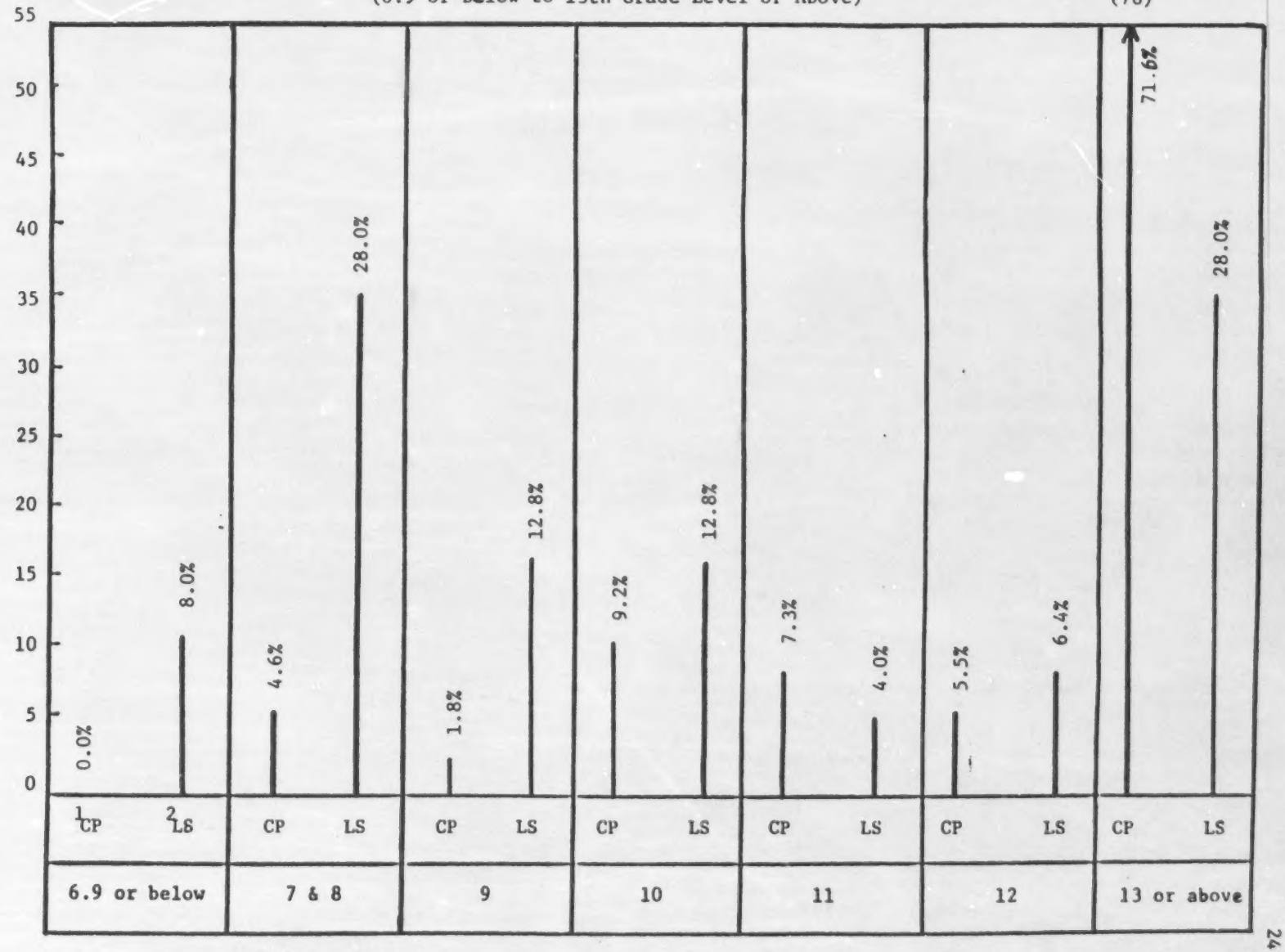
*Total number of students completing reading part only.

TABLE 14

FREQUENCY DISTRIBUTION OF STUDENTS BY ENGLISH GRADE LEVEL

(6.9 or Below to 13th Grade Level or Above)

FREQUENCY DISTRIBUTION OF STUDENTS BY ENGLISH GRADE LEVEL
(6.9 or Below to 13th Grade Level or Above)



[1]College Preparatory English class
[2]Language Skills class

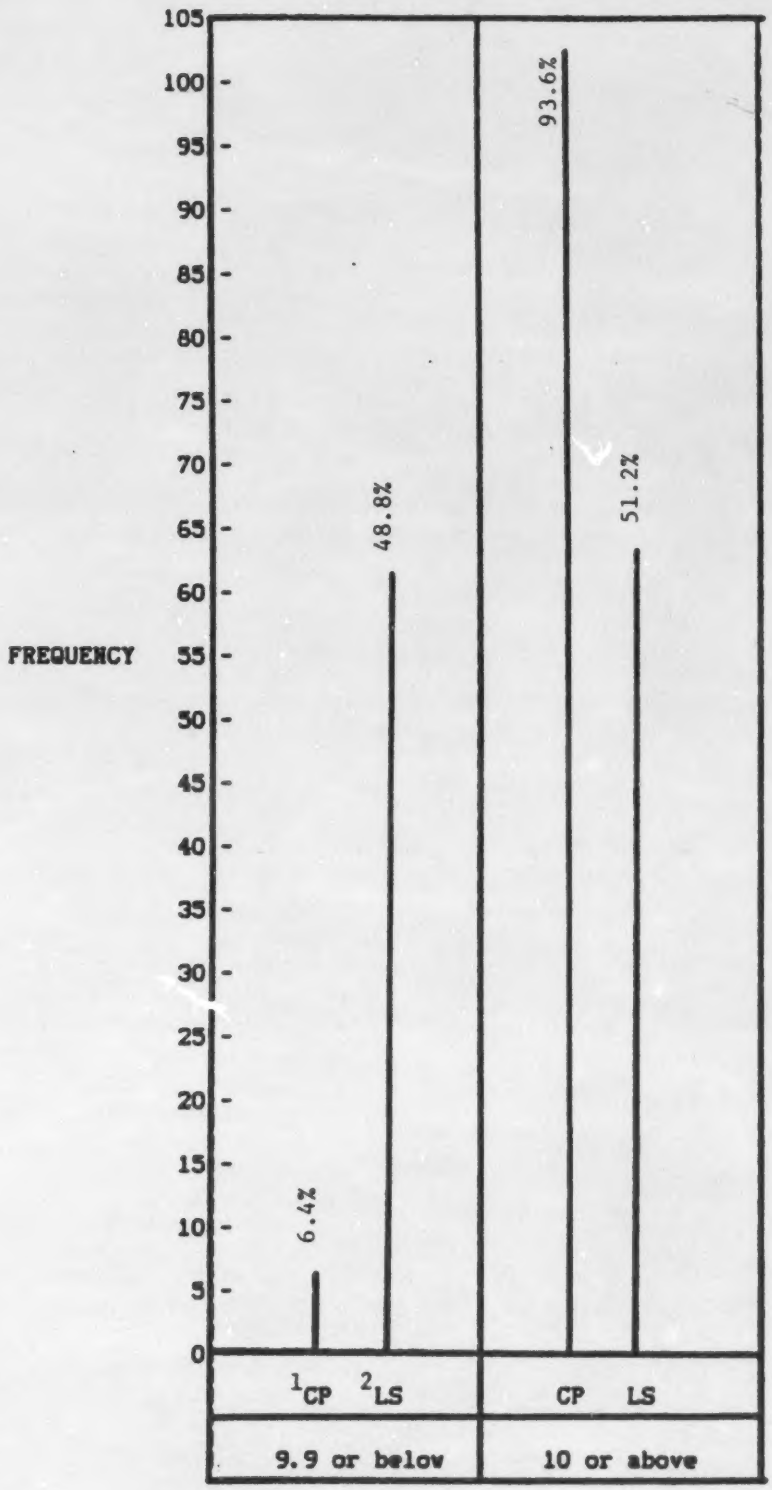
Data base (CP) = 109
Data base (LS) = 125

TABLE 15

FREQUENCY DISTRIBUTION OF STUDENTS BY ENGLISH GRADE LEVEL

(Below 9.9 Grade/10th Grade and Above)

FREQUENCY DISTRIBUTION OF STUDENTS
BY ENGLISH GRADE LEVEL
(Below 9.9 Grade/10th Grade & Above)



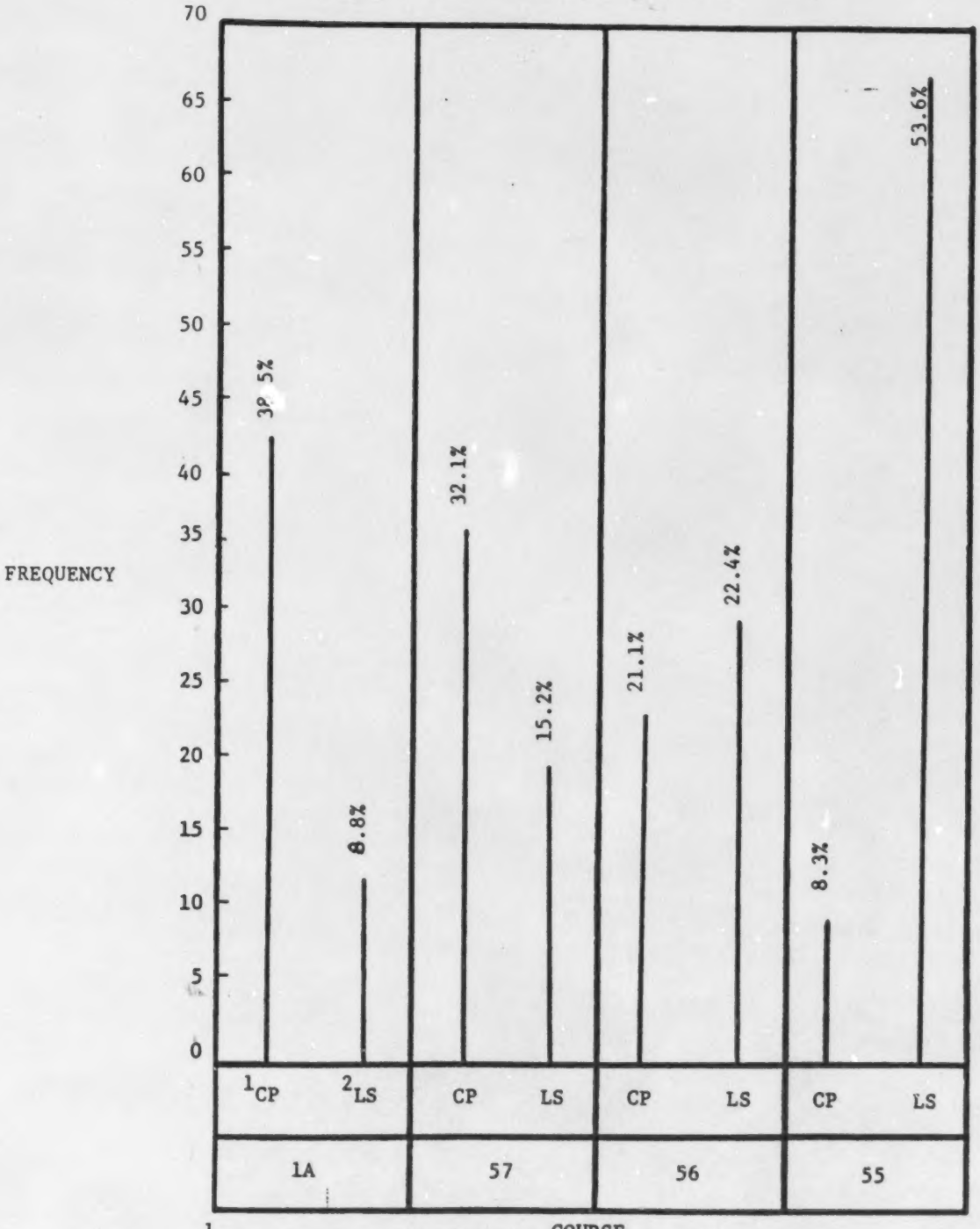
[1]College Preparatory English class
[2]Language Skills class

Data base (CP)= 109
Data base (LS)= 125

TABLE 16

FREQUENCY DISTRIBUTION OF STUDENTS
BY COLLEGE ENGLISH COURSE PLACEMENT

(Using Combined Reading & English Scores)*



1College Preparatory English class
2Language Skills class

33

Data base (CP) = 109
Data base (LS) = 125

*Total number of students completing both reading and English parts.

TABLE 17

CONVERSION TABLE SHOWING

RELATIONSHIP OF READING AND ENGLISH RAW SCORES TO GRADE LEVEL PLACEMENT

	AVERAGE OR RAW SCORES READING	AVERAGE OR RAW SCORES ENGLISH
13+	60 - 78	54 - 69
12 - 12.9	56 - 59	52 - 53
11 - 11.9	52 - 55	50 - 51
10 - 10.9	42 - 51	44 - 49
9 - 9.9	38 - 41	40 - 43
7 - 8.9	32 - 37	26 - 39
1 - 6.9	0 - 31	0 - 25

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